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# Making a First-Year Experience Course iPad Intensive: A Cautionary Tale

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# Making a First-Year Experience Course iPad Intensive

a cautionary tale

Presented by Ruth L. Baker, Georgia Southern University  
27<sup>th</sup> Annual GaCOMO Conference  
Athens, GA, October 7-9, 2015

# Pilot Project Goals - Fall 2014

- Team Teaching with Instructional Designer (Stacy Kluge)
- Improve SLOs through Instructor & Librarian collaboration
- Improve student engagement and critical thinking through collaboration and peer-review
- Infuse Information Literacy throughout the course



# FYE Learning Outcomes

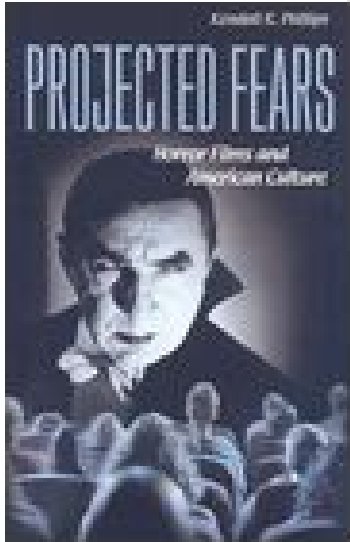
## Course Description

Thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. Required during the first semester for all students new to the University (except for transfer students with 30 hours or more); students may not withdraw.

## Course Outcomes

1. Locate and critically evaluate print and electronic information for its currency, relevancy, authority, accuracy and purpose.
2. Explain the academic integrity provisions of the Student Conduct Code and consider their own ethical responsibilities within and beyond the university community.
3. Analyze in discussions, presentations and writing the cultural-historical context of important works of horror.

# Course Textbook



Phillips, K. R. (2005). *Projected fears: Horror films and American culture*. Westport, Conn.: Praeger.

Phillips (communication and rhetoric, Syracuse Univ.) discusses ten seminal horror films (1931-99), gauging their function as the "collective nightmares" of their audiences and their times, as films resonating and resisting their respective cultural anxieties. In this context, ... (Choice Reviews Online)

# Class Schedule: Film Cycles

- Film showing
- Outside reading and quiz on cultural-historical themes in each film
- Librarian-led instruction sessions followed by independent outside research
- Documentaries created in groups to summarize research and analysis
- Documentaries screened, followed by in-class discussion and peer-review



# Infusion of Information Literacy (IL) Skills

- Flipped Classroom (tutorial LibGuide) <http://georgiasouthern.libguides.com/fyehorror>
- Multiple instruction sessions - building through semester (scaffolding) (in addition to standard FYE

Modules: Evaluating Information, Academic Research & Academic Integrity that are designed to promote IL)

- Google Search-selecting and evaluating sources (CRAAP Test)
  - Cultural-Historical (C-H) Context of of Classic Horror Films
  - Evaluation of sources-reading critically
- Types of Periodicals <http://georgiasouthern.libguides.com/fye2>
  - Database searching for C-H articles (CRAAP Test)
  - continued evaluation of sources



# Taking it to the Next Level

- To achieve the goal of increased student engagement and critical thinking:
  - Students worked in self-selected/named groups of 4 or 5 (**collaboration**)
    - real-time collaboration in class (and out of class)
  - Groups created Documentary (or Explainer) “videos” using [Adobe Voice](#) app for iPad





# Documentaries or Explainer Videos cont'd

- Students gathered college-level sources on C-H context of each film to enhance and inform their documentaries (**critical thinking**)
- Documentaries consisted of images, sounds (voiceover narration) and text



# Sample Video Documentary

The “Murdering Mermaids” comparison of Psycho and Night of the Living Dead

<http://voice.adobe.com/v/N6irsAftznz>

*[Caution: because of the nature of these films,  
some of the images in the documentary  
are graphic in nature and may offend some viewers]*

After screening their documentaries, students engaged in real-time **peer-review** (in class) of group documentaries

[permission to use student created video documentaries granted through GSU

IRB approval #H16066, Sept. 10, 2015]




# Peer Review & Rubric for Grading Documentaries

## Peer-Review

- Takeaways from the documentaries (main ideas)
- What did you like? what was unclear? what was missing?
- How could it be improved?


## Rubric

- Audio/Visual/Clarity
  - Content
  - Citations
  - Pacing
- 


# Goals Achieved and Lessons Learned

Demonstrated improvement in engagement and critical thinking

## Technical issues:

- **Audio**-issues with clarity of narration, minimize music and background noise, appropriate pacing
  - **Visuals**-image resolution, too many/too few images, appropriateness, transitions
  - **Clarity**-integrating main ideas and examples, accuracy checking, appropriateness
  - **Content**-cover all the major areas in research, maximize topic of limited scope
  - **Citations**-accurate citations, distinguish book and article citations
- 

# Other Issues

- Pitfalls of using new software and unfamiliar mobile technology
    - unexpected upgrades and unintended consequences
    - inability to edit videos after upload
    - network issues
  - Conflicts with in-house procedures  
(cycle of course vs. Systems Dept. wiping procedures/schedule)
  - Group dynamics and inter-personal conflict resolution
- 

# Contact Information

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